



**THE ROLE OF CLINICAL ADVISORS IN CLINICAL NURSING
EDUCATION: A LITERATURE REVIEW**

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ABSTRAK

Keberhasilan pendidikan klinik dipengaruhi oleh banyak faktor salah satunya pembimbing klinik. Pembimbing klinik mempunyai peran penting selama proses pendidikan mahasiswa sebagai pengajar, fasilitator, penilai, dan sebagai role model. Semua peran tersebut berkontribusi untuk membantu mahasiswa mencapai kompetensi baik hard skills maupun soft skills agar siap menjadi perawat profesional. Literatur review ini bertujuan untuk menelaah lebih jauh peran pembimbing klinik dalam pendidikan keperawatan bagi mahasiswa keperawatan. Literatur review ini merupakan studi literatur dengan melakukan pencarian dengan menggunakan keyword: (role AND clinical AND supervisor AND clinical AND education AND nurse) & ALL (role AND clinical AND supervisor AND clinical AND education AND nurse) pada database: Pubmed (37), Science Direct (135), Scopus (252), dan Google Scholar (2) artikel. Kemudian artikel dilakukan seleksi berdasarkan kriteria inklusi dan eksklusi mendapat 7 artikel lalu dimasukkan dalam bagan PRISMA dan Tabel

Ekstraksi. Terdapat 7 artikel yang memenuhi kriteria dan diekstraksi, beberapa peran pembimbing klinik yang ditemukan antara lain mengajar, pemanfaatan literatur dari berbagai sumber, sebagai fasilitator, mendorong berpikir kritis, percaya diri, mengembangkan ketrampilan dalam pengambilan keputusan, memecahkan masalah, memberikan dukungan atau motivasi dan apresiasi, memantau atau penilai, komunikasi terapeutik, membangun hubungan saling percaya dan menjadi role model.

Kata Kunci : peran, pembimbing klinik, pendidikan klinik, mahasiswa keperawatan

ABSTRACT

The success of clinical education is influenced by many factors, one of which is the clinical supervisor. Clinical supervisors have an important role during the student education process as teachers, facilitators, assessors, and as role models. All of these roles contribute to helping students achieve competence in both hard skills and soft skills to be ready to become professional nurses. This literature review aims to further examine the role of clinical supervisors in nursing education for nursing students. This literature review is a literature study by searching using keywords: (role AND clinical AND supervisor AND clinical AND education AND nurse) & ALL (role AND clinical AND supervisor AND clinical AND education AND nurse) in the database: Pubmed (37), Science Direct (135), Scopus (252), and Google Scholar (2) articles. Then the articles were selected based on the inclusion and exclusion criteria and 7 articles were included in the PRISMA chart and Extraction Table. There were 7 articles that met the criteria and were extracted, some of the clinical supervisor roles found included teaching, utilizing literature from various sources, as a facilitator, encouraging critical thinking, confidence, developing skills in decision making, solving problems, providing support or motivation and appreciation, monitoring or assessing, therapeutic communication, building trusting relationships and being a role model.

Keywords: role, clinical supervisor, clinical education, nursing students

INTRODUCTION

The nursing education process combines academic and clinical education. . Clinical education is the core of professional development. In clinical learning, nursing students can implement the knowledge they have learned during lectures to patients. In addition, this clinical learning process aims to train students to be independent in carrying out nursing care under the guidance of senior nurses in order to achieve educational competence (Mukhoirotin et al., 2021). Clinical learning focuses on real problems in the context of professional practice. The clinical environment is a place for students to learn physical examination, clinical argumentation, decision-making, empathy, and professionalism which are taught and learnt thoroughly. Nursing students are motivated by competency conformity, which is done through active participation in clinical learning, while professional thoughts, actions, and attitudes are played by clinical supervisors (Nursalam & Efendi, 2008).

In the clinic, the role of the supervisor that we often encounter is the role of a teacher, facilitator, and as an assessor. If we look at the development of the role of a supervisor, there are many roles that can be done such as being a role model or role model and there are still many roles that can be done to shape students into professional nurses (Nurhasanah, 2019).

Nurses must have competence both hard skills and soft skills in order to compete in the world of work. The profile is a role that is expected to be carried out by graduates of nursing study programmes in the community or the world of work, including the following: care provider (nursing care giver), communicator (performer of interactions and transactions with clients, families, and health teams), educator and health promoter (implementer in providing education and health promotion for clients, families, and communities), manager and leader (manager in the practice room / inpatient room in hospitals and communities), and researcher (researcher) (Ariga, 2020). To produce good and competent nursing students as described above, a good clinical supervisor is needed who can perform his role well according to his competence. Therefore, the author wants to conduct a literature review with the aim of knowing what roles can be performed by clinical supervisors in nursing education in the clinic.

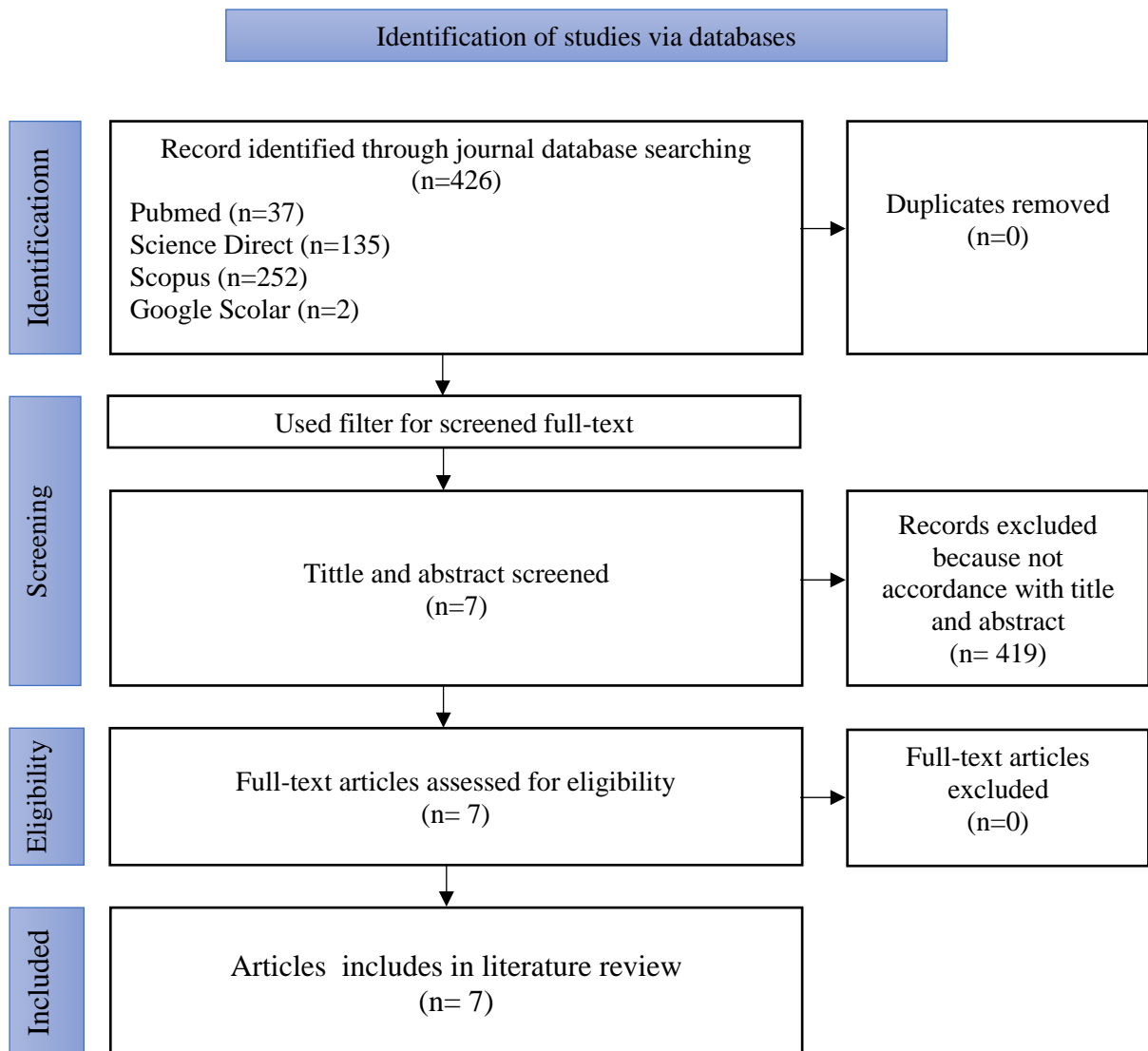


Figure 1 : Flowchart based on PRISMA statement

METHOD

Researchers used a literature review to further identify the role of clinical supervisors in nursing education for nursing students. The author determines the title or topic of this literature review, and then from that title, the author creates a PICO, which will be a reference in determining and stringing key words or keywords and is also used as a search strategy by the author. Keyword: (role AND clinical AND supervisor AND clinical AND education AND nurse) & ALL (role AND clinical AND supervisor AND clinical AND education AND nurse) These keywords are used and entered into several databases, resulting in the following results: Pubmed, Science Direct, Scopus, and searches on Google Scholar Then save the search results in the reference manager (Mendeley Desktop), check for duplication, filter according to the title and abstract related to the title we are reviewing, and look for full paper or text availability. The researcher determined the inclusion and exclusion criteria to carry out further filters. The inclusion criteria used were: the year of publication in 2018 to 2022,

English-language articles, respondents to clinical supervisors or nursing students, and qualitative or quantitative methods. The exclusion criteria are review articles and opinions from experts. A data extraction plan was developed and agreed upon with the authors prior to conducting a systematic review.

RESULT AND DISCUSSION

There are 426 articles generated from the four databases. The results obtained after using various screening methods are summarised and described in Table 1.

Table 1. Data Extraction

Author and Years	Title	Design	Setting	Responden	Outcome
(Ulenaers et al., 2020)	Clinical Placement Experience Of Nursing Students During The COVID-19 Pandemic: A Cross-Sectional Study	Cross Sectional	Nine nursing schools in Belgium	All students, aged 18 and over, enrolled in nursing education (i.e., level 5 nursing or bachelor of nursing) are eligible to participate.	<ul style="list-style-type: none"> - Students express a strong need to interact with nurses or clinical supervisors, but the time allocated is still lacking. - Lack of recognition and appreciation of student performance. - Supervising support is very important so that students can develop themselves.
(Hoffman & Daniels, 2020)	Clinical Supervisors' Preparedness For Clinical Teaching Of Undergraduate Nurses At A University In The Western Cape	Qualitative and explorative descriptive design	School of Nursing at the University of the Western Cape	12 clinical supervisors.	<ul style="list-style-type: none"> - Clinical supervisors express concerns that the clinical teaching model is often not aligned with clinical practise activities. - Clinical supervisors are expected to have flexible time when teaching or accompanying students when dealing with patients or when there are moments that require it.
(AlMekawi et al., 2020)	Clinical Teaching Effectiveness Of Undergraduate Student Nurses In The United Arab Emirates	Cross-Sectional Quantitative Research Design	Faculty at Fatima College of Health Science (FCHS) in the UAE	147 students who completed at least one clinical training experience in a real clinical setting and 17 faculty members who have at least five years of experience supervising the clinical experience of nursing students	<ul style="list-style-type: none"> - Clinical tutors are supportive, interested, or enthusiastic; they build trusting relationships with students and provide effective feedback to prepare them for future professionals.
(Pitkanen et al., 2018)	Healthcare Students' Evaluation Of The Clinical Learning	Cross-Sectional.	In a certain university hospital in Finland.	All health students (N = 2500) who complete their clinical placement during this time frame are invited to	<ul style="list-style-type: none"> - Clinical advisers accompany students during clinical practise and provide high-quality supervision that supports

	Environment And Supervision – A Cross-Sectional Study			participate in an evaluation of their clinical learning after their clinical placement.	holistic professional development for students.
(Salminen et al., 2021)	The Competence Of Nurse Educators And Graduating Nurse Students	Cross-Sectional Survey	Finland, Germany, Iceland, Ireland, Lithuania, and Spain	1796 GNS from Finland, Germany, Iceland, Ireland, Lithuania, and Spain were included in this study. GNS are recruited from educational institutions that set up their nursing degree programmes based on EU directives and differ in size in different parts of the country. The inclusion criteria for GNS were that they were (1) currently studying a nursing degree or certificate programme leading to an initial qualification to practise as a registered nurse and (2) nearing graduation. For all research projects, the minimum sample size requirement per country is 156 respondents, calculated on the Nurse Competency Scale.	<ul style="list-style-type: none"> - Clinical supervisors play a role in encouraging students to integrate theory and practise. - Make students actively use research literature as an additional reference in conducting clinical practise. - encouraging students to seek new knowledge from various sources. - encouraging students to think critically. - guiding confident students. - guiding students to develop skills in making decisions.
(van Wyngaarden et al., 2019)	Challenges Nurse Educators Experience With Development Of Student Nurses' clinical Reasoning Skills	Qualitative Descriptive.	Pretoria University	All nurse educators involved in specialised undergraduate programmes at nursing education institutions are eligible to participate in Phase 1 of the study. Data saturation guided the sample size, and sixteen nurse educators were interviewed.	<ul style="list-style-type: none"> - The clinical instructor acts as a facilitator who utilises a variety of student-centred teaching strategies to encourage and play an active role in their learning process.
(Ekstedt et al., 2019)	Nursing Students' Perception	Cross-Sectional Study	This study was conducted in the nursing	Students (semester 3 and 4)	<ul style="list-style-type: none"> - Provide space for student reflection and questions, to provide feedback, and to

Of The Clinical Learning Environment And Supervision In Relation To Two Different Supervision Models – A Comparative Cross- Sectional Study	programme at a university college in Sweden during student clinical placements (semesters 3 and 4) in the Department of Medicine and Surgery in three different hospitals.	translate theory into practise. - as a teacher or pedagogical. - Conduct supervision.
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FINDINGS

1. Students express a strong need to interact with nurses or clinical supervisors, but the time or attention allocated is still lacking. Students express a stronger need to interact with each other or discuss their concerns with the head nurse or clinical supervisor. This is caused by the lack of time, attention, or support provided by the clinical supervisor. Ineffective support can have a negative impact on self-concept, learning skills, and the achievement of student competencies. Even students can experience physical and mental stress, and the occurrence of openness between students and clinical supervisors or nurses (Ulenaers et al., 2020).
2. Lack of recognition and appreciation of student performance Lack of adequate recognition and appreciation by clinical supervisors for the performance or work that students do can cause worry, confusion, and feelings of not being supported and heard (Ulenaers et al., 2020).
3. Supervisory support is very important so that students can develop themselves. This can be seen in nursing students by demonstrating a strong need to be heard, prepared, and supported by clinical supervisors, which can reinforce the importance of the concept in influencing student experience and competency outcomes in normal circumstances. Anxiety and uncertainty play a role (Ulenaers et al., 2020).
4. Clinical supervisors express concerns that the clinical teaching model is often not aligned with clinical practise activities. Clinical supervisors express concerns regarding the clinical learning model or framework, and the equipment used by educational institutions is often not aligned with or different from clinical practise activities, and vice versa. Lack of resources, such as the latest equipment in the laboratory, can hamper the teaching and learning process and potentially affect student performance in clinical practise facilities (Hoffman & Daniels, 2020).
5. Clinical supervisors are expected to have flexible time when teaching or accompanying students when dealing with patients or when there are moments that require it. Clinical supervisors are expected to have flexible time when teaching or accompanying students when dealing with patients and be able to provide student assessments of clinical practise after the projected or specified due date (Hoffman & Daniels, 2020).
6. Clinical advisers are supportive, interested, or enthusiastic; they build a trusting relationship with students and provide effective feedback to prepare them for a professional future. Clinical supervisors have a significant influence on the clinical experience of nursing students to prepare them for future professional roles. This includes activities such as providing feedback, being friendly, answering questions asked by students appropriately, being responsible for the actions taken, supporting each other, and building a relationship of mutual trust. In addition, it is also necessary to have a clinical evaluation to see the results of clinical performance and competencies

that have been carried out by clinical supervisors for students. Besides that, it is also used as an improvement to make it more effective in the future (AlMekkawi et al., 2020).

7. Clinical advisers accompany students during clinical practise and provide high-quality supervision that supports holistic professional development for students. Clinical supervisors provide assistance and supervision of clinical practise activities carried out by students. High-quality supervision can support the holistic development of nursing students. Assistance and supervision by clinical supervisors aim to assist students in achieving competencies and outcomes or achievement standards set for health education, as well as the clinical skills needed in the future work life of nurses (Pitkanen et al., 2018).
8. Clinical supervisors have competencies whose role is to encourage students to integrate theory and practise (Salminen et al., 2021).
9. Make students actively use research literature as an additional reference in conducting clinical practise (Salminen et al., 2021).
10. Encouraging students to seek new knowledge from various sources (Salminen et al., 2021).
11. Encourage students to think critically (Salminen et al., 2021).
12. Guiding confident students (Salminen et al., 2021).
13. Guiding students to develop skills for making decisions (Salminen et al., 2021).
14. Clinical instructors act as facilitators who utilise a variety of student-centred teaching strategies to encourage and play an active role in their learning process. The role of the clinical supervisor is to act as a facilitator by utilising a variety of teaching strategies that are more interactive and student-centred and encourage students to play an active role in every learning process that is carried out. Clinical supervisors as facilitators must also be able to develop skills in teaching, such as being able to build a team or group, manage each group, and have a strategy on how to handle complex questions from students (Wynngaarden et al., 2019).
15. Provide space for student reflection and questions, to provide feedback, and to translate theory into practise (Ekstedt et al., 2019).
16. As a teacher or pedagogist As a teacher or pedagogist, it is also necessary to pay attention to the importance of the student-educator or supervisor relationship in the learning process. Where it can bridge the gap between theory and practise and help students reflect on clinical practise. In addition, it can support the fulfilment of theoretical assignments and clarify learning outcomes from courses for students and clinical supervisors (Ekstedt et al., 2019).
17. Conduct supervision by way of peer learning, where supervision is centred on all activities carried out by students for patients and colleagues. This is done by collaborating between supervisors and nurses to support student learning, which is done in a relaxed and fun way (Ekstedt et al., 2019).

DISCUSSION

Based on the results of this literature review, several important roles of a clinical supervisor in nursing education were identified, including:

1. Teaching.
The teaching ability of clinical supervisors is considered effective if they are able to convey knowledge, attitudes, and skills and transfer the learning atmosphere while guiding and supporting the clinical learning process that takes place in students. Teaching ability is the main component of clinical supervisors, besides having high knowledge and experience and being able to act as a facilitator effectively (Oktorullah et al., 2020).
2. Utilisation of literature as a reference and encouragement to seek knowledge from various sources.
Students, as educated people, must have many references from various learning sources. Learning resources can be in the form of books found in the campus library; besides that, you can also take advantage of information technology facilities that provide convenience and

flexibility in exploring knowledge, where you can access various literature and scientific references needed quickly (Purnama, 2020).

3. Accompanying and as a facilitator.
Clinical supervisors as educators have a role in managing, implementing, and evaluating the learning carried out by students in order to achieve learning goals and increase student confidence and satisfaction. Clinical supervisors and academic supervisors have followed the same perception to assist students in carrying out nursing actions, maintaining patient safety, preventing unwanted events from occurring to patients, and achieving predetermined competencies (Agustina et al., 2021).
4. Encourage critical thinking.
The success of clinical advisers in teaching requires creative and innovative strategies to improve the critical thinking skills and self-confidence of nursing students in clinical settings and requires collaboration between clinical advisers and academic advisers. In improving being able to use teaching methods that focus on students as well as make reasoned, informed judgements and decide what to do in certain situations in a nursing practise environment (Manginte et al., 2019).
5. Guiding to be confident.
In the process of proper clinical guidance, it is hoped that it can improve and assist students in implementing theoretical concepts and preparing strategies to develop a better understanding regarding the provision of nursing care, the ability of students to develop self-confidence, promote commitment to nursing development and competence, and focus on learning needs (Patmawati et al., 2018) & (Etlidawati & Yulistika, 2022).
6. Develop skills in decision-making.
Confidence is a major component in making the right decisions in a clinical context, and the assessment process in reacting to emergency situations requires several factors, such as repeated practise and simulation exercises (Patmawati et al., 2018).
7. Solving problems by discussing them together.
The clinical learning process for nursing students is expected to meet all competency standards. This component is very important because it has provided real experience and provides opportunities for students to apply knowledge and skills, solve problems, and be responsible for the decisions that have been made in nursing practise (Damanik et al., 2021).
8. Support and motivate.
Clinical supervisors, apart from being educators, also have a role as motivators. Motivation is one of the most important things in learning and must be owned by every student. It comes from within (internal) and outside (external). Provision of good motivation by clinical supervisors can increase motivation in obtaining knowledge and skills in providing quality nursing services and student achievement and can direct behaviour to achieve competency targets that must be achieved in nursing practise; conversely, when motivation is reduced, it can be a factor inhibiting success and preventing students from thinking critically in nursing practise. Student motivation tends to fluctuate, so it requires effort to maintain motivation to remain good and improve for students who have less motivation to learn. Clinical supervisors can use interesting and relevant learning methods such as the ARDS approach, namely attention (giving attention to students), relevance (having an interest in knowledge and motivation), confidence (having self-confidence), and satisfaction (knowledge given to students can create a sense of satisfaction for the clinical supervisor) (Agustina et al., 2021) & (Oktarina & Rudini, 2022).
9. Supervise and monitor students during clinical practise.
The achievement of student skills in clinical practise cannot be separated from the role of the clinical supervisor as the person in charge and supervisor who monitors all student activities in gaining clinical skills experience, the learning process, ensuring students provide safe and quality nursing services to patients, and preventing things that are not desirable that can be detrimental to all parties (Agustina et al., 2021; Buhari et al., 2020).
10. Provide space and time to interact with students.

Interacting or communicating is an integral and basic thing for someone to be able to do in every profession they take. Poor communication can lead to conflict. A nurse's profession requires good communication skills and the ability to build relationships with all parties. In this case, students also have a strong desire to interact with clinical supervisors or other nurses during practise, both about learning and about matters relating to practical activities (Astuti et al., 2016).

11. Give appreciation.

In practical activities, students have the opportunity to be assessed as well as receive feedback from clinical supervisors directly and objectively as evaluation material and input on activities or skills that have been carried out by students. Students still have to show appreciation for what has been done. Clinical supervisors do not provide evaluations by criticising methods or techniques, but through explanations, students will be more accepting and understanding of how to improve or achieve the competencies that have been set, and this will be useful when students become real nurses (Martina & Simanjuntak, 2020).

12. Convey the gap between the clinical learning model and clinical practise activities.

Nursing clinical practise is a learning experience for students to adapt according to their role and apply the theory that has been obtained to actual practise. So that the valuable experience in the field of practise obtained can be a provision later when they work. This is inseparable from the role of the clinical supervisor in addressing the gap between theory and practise (Putriyanti et al., 2020).

13. Building trusting relationships also provides effective feedback.

Bringing academic supervisors or clinical supervisors closer to students is the first step to fostering a relationship of mutual trust. This occurs in accordance with the process of student development from late adolescence to early adulthood, starting from aspects of intellectual biology, emotional development, and attitudes towards personal maturity and stability. At this maturity stage, some students are able to adapt quickly, some are slow, and not all students make it through well. They have difficulty adapting to the campus environment, making friends, and using new learning methods, which can be coupled with student internal conflicts such as problems with family, girlfriends, or economic problems that trigger students to have difficulty concentrating on achieving academic achievements and withdrawing from the social environment (Kumalasari, 2020).

Communication skills are individual skills for processing words or speaking well. The quality of an instructor's communication skills is influenced by several things, including being able to make students understand what has been conveyed, providing useful and timely feedback, being an active listener and listening attentively, communicating in a style or way that is not threatening, being open and honest in discussions, and having mutual understanding, acceptance, and mutual support in order to be able to solve any problems that may arise in communication (Sari & Laksmi, 2021).

14. Encourage integrating theory and practise.

The role-play learning model or role-playing alternately between students or clinical supervisors and clinical guidance practicum independently, can make the learning process a concrete experience in applying theory to real practise. Some factors that can influence the increase in skills include internal factors consisting of motives and readiness as well as external factors, namely the curriculum, learning methods, and learning tools used (Dani Prastiwi et al., 2020).

EFFORTS TO IMPROVE THE ROLE OF CLINICAL SUPERVISORS

Clinical supervisors have a big role in nursing practice. Clinical supervisors must have good competence in carrying out their role. Efforts made are conducting preceptorship training which is a collaboration between hospitals and educational institutions in an effort to improve the competence of clinical supervisors. Preceptorship training has benefits including increasing competence in carrying out their role as clinical supervisors for practicing students and also helping new nurses adjust and carry out their new roles as professional nurses (Rahayu & Raharyani, 2023).

STUDY LIMITATIONS

This article is limited to looking for the seven databases that were analysed due to the lack of research discussing this matter. The sources of literature used and obtained in this study are national and international articles.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions : This review concluded that there are several important roles for a clinical supervisor in nursing education. The role of the clinical supervisor has a positive impact on providing clinical nursing education. Clinical supervisors have an important role during the student education process, such as teaching, as a facilitator, as an assessor, and as a role model. In addition, they also have many other important roles, including providing support, appreciation, or feedback on what students are doing, providing motivation, therapeutic communication, utilising literature, critical thinking, self-confidence, and training to be responsible in making decisions or solving problems.

Recommendations : Clinical supervisors are expected to be able to update the latest knowledge or training related to nursing in order to carry out their role as clinical supervisors properly.

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